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**Moorthorpe Primary School with Inclusion Resource**

**Feedback Policy 2024**

**Our Statement**

At Moorthorpe Primary School with Inclusion Resource, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

## *‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’*

## (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

## *‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’*

## (Report of the Independent Teacher Workload Review Group)

This Feedback Policy outlines the procedures, expectations and best practices for marking and providing feedback in our Primary School, in line with the 2014 National Curriculum in England. The policy is designed to ensure consistency, fairness and effectiveness in assessing children' work and providing constructive feedback to support their learning journey. The policies and procedures outlined in this document are aligned with the expectations set by [Ofsted](https://www.gov.uk/government/organisations/ofsted) in their most recent framework.

**Aims:**We provide feedback on children’s work in order to:

• show that we value their work, and encourage them to do the same

• boost self-esteem and aspirations, through use of praise and encouragement

• give a clear general picture of how far they have come in their learning

• offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them

• promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others

• share expectations

• gauge their understanding, and identify any misconceptions

• provide a basis both for summative and for formative assessment and inform individual tracking of progress

• provide the ongoing assessment that should inform future lesson-planning

**Workload and Wellbeing**

The report of the ‘Independent Teacher Workload Review Group’ March 2016 also states that: ‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments’ and that ‘the **quantity** of marking should not be confused with the **quality**’.

Their quote of feedback being **‘meaningful, manageable and motivating’** is an ethos which we aim to embrace throughout of this marking and feedback policy.

* **Meaningful:** feedback varies by age group, subject or individual children’s needs. Teachers are encouraged to adjust their approach as necessary.
* **Manageable**: feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of teachers.
* **Motivating**: feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work

### Timeliness of Feedback

* There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
* Wherever possible (and appropriate), verbal feedback will be given within the lesson via ‘helicopter marking’.
* Formative feedback will be given promptly, allowing children to apply improvements to subsequent tasks or activities.

## Written Feedback Procedures

### Types of Written Feedback

* Teachers will use green underlined highlighting to identify best examples of where the work has met the objective.
* Teachers will use orange underlined highlighting to identify areas within the work which need to be improved or changed.
* Spelling errors will be underlined using orange highlighter
* Basic skills must also be addressed, e.g. spelling errors for words which have already been taught, are on word banks or are phonetically encodable. Basic skills also include basic sentence punctuation, which should also be addressed.
* Symbols may be used to indicate errors and areas for improvement, ensuring children are familiar with the codes used (see Appendix 1).
* Children will be given opportunities to respond to marking codes or written comments in the form of next steps.
* Prompts, scaffolds, examples/worked examples, extensions or challenges may be included in written feedback to children’s work.
* Written comments are to be done in a clear legible handwriting using the school’s handwriting policy.

## Verbal Feedback Procedures

### Types of Verbal Feedback

* Feedback will vary depending on the nature of the task, but it will always be meaningful, constructive, motivating and tailored to the learning needs of individual children.
* Verbal feedback will be provided during lessons, with children given the opportunity to act on the feedback immediately.
* Helicopter marking – when giving verbal feedback within the lesson, adults will highlight the areas being discussed in either green or orange highlighter accordingly, to indicate the instruction within the feedback.
* Written feedback may include praise for achievement, constructive feedback for improvement, and specific guidance on how to develop skills.
* Feedback may also involve peer and self-assessment, providing opportunities for children to evaluate and reflect on their own work.
* Rosenshine's Principles: Rosenshine's Principles emphasize the importance of clear, explicit instruction. In the classroom, teachers may also provide verbal feedback through whole-class discussions, small group activities, one-on-one interactions, peer discussions, and opportunities for pupil self-evaluation to ensure that instructions are clear and well-understood.
* Whole class feedback – where similar misconceptions are noted in the majority of children’s responses, or indeed where the majority need instruction to build upon their work, whole class feedback should follow. The adult will instruct and guide the class using models, scaffolds, examples, reviews or revised inputs etc. to ensure that the lesson, or subsequent lessons can continue successfully.
* Whole class activities whereby feedback is given collectively by pupils and adults using a visualizer to model improvements using children’s work may also be beneficial.
* ‘Exit tickets’, ‘do now’ activities, ‘think, pair, share’, peer and self-feedback as well as other review/retrieval activities may also be built into the lesson, or subsequent lessons, in order to provide feedback or to support progress.

***Key points to note based upon evidence and research by the EEF:***

* ***Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.***
* ***Feedback that focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.***

**Feedback ‘in the moment’ or via ‘helicopter marking’**

At Moorthorpe Primary School with Inclusion Resource, the ‘in the moment’ feedback approach, or ‘helicopter marking’, is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning objective/success criteria and should identify both positives/achievements and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally remodeling misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive, encouraging a growth mindset, promoting resilience, and encourage children to strive for accuracy. Teachers and additional adults will effectively intervene with groups across the class, giving immediate feedback on the children’s work.

**When Helicopter Marking ‘In the Moment’:**

* Date and titles are checked to ensure that habitual errors are not being made and children are given the opportunity to correct if copied incorrectly.
* Marking is focused upon lesson objectives and success criteria, including where adaptive teaching strategies are being employed.
* Adults should continue to highlight beneath examples of the children’s work where it meets the learning objective/success criteria, or in orange where it needs to be readdressed/improved as the feedback is being given verbally.
* Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.

**When staff have been unable to Helicopter Mark ‘In the Moment’**

* Where work will contribute to subsequent lessons, for example in the draft section of the Moorthorpe Writing Process, adults should mark work in line with this policy after the lesson if it has not been possible to give feedback verbally in the moment.
* There is not an expectation that *every* piece of work is marked. However, despite this, it is expected that there will not be a series of unmarked pieces of work in children’s books, nor will children continue to make similar mistakes or basic errors in subsequent pieces of work. As already stated above, work which contributes to subsequent pieces of writing, or will be used within a final piece should be marked outside of the lesson by an adult.

## ‘Deep’ marking

## Where work is being used as part of assessment evidence gathering, or is the final piece within a unit of writing lessons, adults should ‘deep’ mark the children’s work. This involves following the regular marking and feedback guidance within this policy, but also looking to identify examples of where the child has met the standards for their year group. These standards are outlined in the Writing Assessment Grids per year group, under the headings of ‘Working towards’, ‘Working at’ or ‘Working at greater depth within’ the year group expectations. Examples of evidence of these standards within the children’s work should be highlighted beneath in green, or ticked in green biro.

### Peer and Self-Assessment

* Opportunities for peer and self-assessment will be provided, allowing children to evaluate their own work and the work of their peers.
* Clear guidelines and success criteria will be provided to support children in giving and receiving constructive feedback.

**Special Educational Needs and Disabilities**

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Children’s individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

## Feedback in Maths

## In Maths, adults will tick correct answers using green biro.

## Misconceptions will be identified using an orange highlighted dot (KS1 & LKS2) or a green biro dot next to the answer.

## There is no requirement for written notes or comments in Maths, however, modelled answers/written methods may be appropriate.

## Feedback in Science, History, Geography, RE, PSHE and D&T

## In the foundation subjects, such as History or Geography, feedback will mostly be verbal.

## There may be occasions where written feedback is given specific to the objective or knowledge content, and this will be written in green biro.

## In foundation subject lessons, adults may deem it more appropriate to give whole class feedback about work, rather than give written feedback in books after the lesson has finished.

## Adults may deem it appropriate to highlight beneath correct elements of children’s work in green and identify misconceptions in orange underlining, however, this is not compulsory in lessons where verbal feedback or whole class feedback has been given.

## Feedback in PE, French, Music and Art

## Verbal feedback at the time of the activity is the main form of feedback.

* Feedback usually takes the form of examples and demonstrations
* Mini plenaries are used to help to address misconceptions during lesson.
* Wider misunderstandings can be noted on plans and addressed in future lessons

## Feedback and written feedback by Higher Level Teaching Assistants or Cover Teachers / Supervisors:

## HLTAs and Cover teachers will mark the work of the group they have been supporting in accordance with this feedback policy. They will also ‘light mark’ the remaining children’s work in the class, noting if the work has been supported using the ‘S’ indicator. (Please note that any work done independently does not need to be given an ‘I’ indicator.)

## Monitoring and Evaluation

* The effectiveness of marking and feedback will be monitored regularly by the Senior Leadership Team.
* Sampling of children' work, along with discussions with staff and children, will help identify strengths and areas for improvement.
* Feedback from children will be sought to ensure that the marking and feedback processes are meeting their needs.

## Conclusion

This Feedback Policy outlines the procedures and expectations for marking and feedback in our school. By adhering to the policy, we aim to provide children with meaningful feedback that supports their progress and fosters a positive learning environment. By aligning our practices with the expectations of Ofsted, we can ensure that our feedback processes adhere to the highest standards.

**Appendix 1: Symbolic Feedback**

The following symbols will be used predominantly by adults in the Early Years and Key Stage One. However, they may also be used by adults in Key Stage Two where they feel it is appropriate.

|  |  |
| --- | --- |
| green biro | Green biro should be used for adult-written feedback. This will help to differentiate between this and the children’s work in pencil/in purple pen when editing. |
| evidence green | Green underlined highlighting will also be evident within the work to identify **best examples** of where the work has met the objective. |
| next steps/corrections orange | Needs practice/objective not yet met - orange underlined highlighting will also be evident within the work to identify **the most poignant examples** of where the work has not met the objective.  It will also indicate a spelling error. |
|  | All work will be defined as independent work unless otherwise stated (see next point). |
| S | Supported (followed by initial of adult if not the teacher) |
|  | Next steps |
| A | Capital letter |
| Foam Finger Clip Art | Full stop |
|  | Finger space |
| “ ” | Inverted Commas |
| ? ! | Question mark / Exclamation mark |
| // | New line/paragraph |
| H | Handwriting |
| Image result for ear outline images or FT | Use phonics (Fred Talk) / ‘sound it out’. |
|  | Conjunctions |
| ^ | Word/part of the sentence omitted |
| \* | Used to indicate additional work to be added in or edited at length  (star in the original written work, then star below in margin to indicate where work has been improved). |
| b b b \_ \_ \_ | Letter formation (child to copy) |
| 222 \_ \_ \_ | Number formation (child to copy) |